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ABSTRACT

Meant to be used by school district administrators and teachers, this syllabus for New York State schools includes the chapters: (1) "Introduction: How To Use the Social Studies Syllabus, 7-12"; (2) "Goals of the Board of Regents for Elementary and Secondary Education in New York State"; (3) "Overall Goals of the Social Studies Program, 7-12"; (4) "The 7-12 Social Studies Program: Regents Goals"; (5) "Social Studies Skills"; (6) "Introduction to the Syllabus for Economics and Economic Decision Making"; (7) "Objectives for Grade 12: Economics and Economic Decision Making," describing the format of the syllabus; (8) "Unit One: Introduction to Economics and Economic Systems," with lessons explaining reasons for the study of economics, how economic systems have developed and dealt with the basic economic questions, and the laws of supply and demand; (9) "Unit Two: Elements of the Economy (Microeconomics)," explaining the roles of the consumer, business and profits, labor and wages, agriculture, and government in the economy; (10) "Unit Three: Bringing the Economic System Together (Macroeconomics)," teaching how the various components of the economy work together in the total economic picture; and (11) "Unit Four: The United States and the World Economy," teaching why nations trade, the benefits and problems created by trade, and the major companies of the world economy. Each unit contains a statement of objectives, an outline of its content, the major ideas, and model activities. The appendix provides guidance on working with students with handicapping conditions. (AEM)

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Social Studies

Economics and Economic Decision Making

TENTATIVE SYLLABUS

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FROM: Edward T. Lalor, Director, Division for Program Development

Charles J. Trupia, Director, Division of General Education

This publication Social Studies 12: Economics is a tentative version of the new syllabus for New York State schools. This syllabus has been revised based upon a Statewide field test and other reviews of the original field test version. It is labelled tentative because some aspects of the review process have not been completed. However, this syllabus should be used as the State syllabus for this course until a final version of the syllabus is produced and distributed.

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Donald H. Bragaw

Director, Division for Program Development
Edward T. Lalor

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Foreword

This syllabus results from a process of curriculum revision which began in 1980 with the development of a plan to revise the State's secondary (7-12) social studies curriculum. The State curriculum in effect at that time had been developed in the 1960s. The State Education Department felt that work should begin on the development of a new curriculum which could take into account the many changes that had occurred since the 1960s and which would address the new priorities for social studies that had been identified since then.

During the 1980-81 school year, through the use of a general survey of all school districts in the State and a series of regional conferences, the Department further identified the priorities for a revised social studies curriculum. These steps began the process which eventually resulted in this syllabus. Also included in this process was the development of a discussion paper which outlined the significant factors that should be considered in the revision. After receiving reactions to this discussion paper from a wide sampling of groups and individuals concerned with social studies education, the State Education Department assembled a group of social studies professionals to develop a proposed framework for a secondary social studies program.

The proposed framework was subjected to review by social studies teachers and supervisors, by academics representing the social science disciplines, and by interested public groups. As a result of this review, the proposed framework was revised extensively. This revised framework was used as the basis for writing the grade level syllabi for the new curriculum.

The Board of Regents of the University of the State of New York has given approval to the overall revision project and has reviewed progress at various stages of the revision.

In 1984, the Board of Regents adopted the Regents Action Plan for Elementary, Secondary and Continuing Education. This Plan had a major impact upon the revision of the secondary social studies curriculum. The Regents Action Plan established new examination requirements in social studies which were incorporated into the revision process. The Plan also established a requirement for a fourth unit of social studies in the senior high school program. This mandate called for a semester course in participation in government and a semester course in economics in the fourth year of high school social studies.

Many people were involved in the overall revision process of the 7-12 social studies curriculum. The total number of people who participated in some way is in the thousands. Obviously, it is not possible to acknowledge the contribution of each of these persons. However, the Department would like to recognize the contributions of those who had a significant role in the revision process. Titles and positions listed are those which were appropriate at the time of the person's involvement in the curriculum development process.

DISCUSSION PAPER COMMITTEE

Dr. Ronald Bretsch
Assistant Professor
State University College
Potsdam

Dr. William Fetsko
Social Studies Supervisor
Liverpool Central Schools
Liverpool

Joel Fischer
President
Association of Teachers of Social Studies
New York City

Dr. Judith Garan
Lakeland Central Schools of Shrub Oak
Shrub Oak

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State University of New York
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Peter Kachris
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Gloria Sesso
Supervisor of Social Studies
Harborfields Central Schools
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William Schultz
Social Studies Chairperson
Burnt Hills-Ballston Lake High School
Burnt Hills

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East Islip High School
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Board of Education
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Robert Dillon
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Rochester City School District

David Durfee
Union Free School District of the Tarrytowns
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Harriet Feder
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Williamsville

Dr. William Fetsko
Liverpool Central School District
Liverpool

David Moore
Greenport Union Free School District
Greenport

Gloria Sesso
Harborfields Central School District
Harborfields

SPECIAL ASSISTANCE WITH SURVEYS AND REGIONAL CONFERENCES

Betty Dodds
Curriculum Committee Chairperson
New York State Council for the Social Studies
Glens Falls High School

SYMPOSIUM ON THE SECONDARY SOCIAL STUDIES CURRICULUM

Dr. Linda Biemer
Department of Education
State University of New York
Binghamton

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New York State School Boards Association

Dr. Henry Bretton
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Dr. John Burns
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William Carroll
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Association of Teachers of Social Studies
New York City

Paul Cole
New York State United Teachers

Dr. William Fetsko
Social Studies Supervisor
Liverpool Central School
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Dr. Joseph Finklestein
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Union College

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Commissioner's Bilingual Advisory Council

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New York State Parent Teacher Association

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T. Carter Hagaman
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School of Education
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Auburn City Schools
Auburn

Dr. Russell Lura
Assistant Professor, Geography
Colgate University

Dr. John Mallan
Department of Education
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Dr. Roberta Martin
Department of East Asian Studies
Columbia University

Daniel Mugan
President
Association of Teachers of Latin American Studies

Dr. Edwin L. Neville
Department of History
Canisius College

James Newman
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Syracuse University

Dr. Richard Niemi
Department of Political Science
University of Rochester

Dr. Thomas Nyquist
Department of African Studies
State University College
New Paltz

Dr. Donald Peretz
Department of Political Science
State University of New York
Binghamton

Daniel Porter
New York State Historical Association

Susan Rhodes
The Asia Society

Aurea Rodriguez
New York City Board of Education
Office of Bilingual Education

Dr. Mordechai Rozanski
Center of International Studies
Adelphi University

Elliot Salow
Director, Social Studies Unit
New York City Board of Education

William Schultz
President
New York State Council for the Social Studies

Gloria Sesso
Social Studies Supervisor
Harborfields Central School

Sister Dominica Rocchio
Supervisor of Secondary Education
Archdiocese of New York

Dr. Judith Smetana
Department of Psychology
University of Rochester

Andrew Smith
President
Global Perspectives in Education

Dr. Stephen Straight
Department of Anthropology
State University of New York
Binghamton

Dr. Richard W. Streb
Department of Education
Columbia University

S. Stowell Symmes
Joint Council for Economic Education

Dr. Judith Wellman
History Department
State University College
Oswego

Paula Willey
League of Women Voters

Dr. John Wilmer
Department of Geography
State University College
Cortland

Dr. Donald Wright
Department of History
State University College
Cortland

Barnett Yukolis
Board of Jewish Education of New York

Robert Zangrando
Department of History
Skidmore College

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New York State Council for the Social Studies and its Local Councils

New York State Social Studies Supervisory Association

New York State Council on Social Education

Association of American Geographers

National Council for Geographic Education

New York State Council on Economic Education

CONSULTANT FOR SECTION ON SKILLS DEVELOPMENT

David A. Durfee, formerly of the
School District of the Tarrytowns

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Westchester Exceptional Children's School
White Plains City Schools
Yeshiva University High School, Manhattan
Yonkers City Schools
Yorkshire-Pioneer Central Schools

Writers, consultants, and reviewers for this syllabus are identified in the introduction on page 22.

The 7-12 social studies curriculum revision was completed under the direction of Donald H. Bragaw, Chief, Bureau of Social Studies Education. Kenneth Wade, Associate in the Bureau of Social Studies Education, served as project coordinator. Assistance in all stages of the revision was given by Norman Abramowitz, Coe Dexter, Jack Hotchkiss (retired), Judy Wooster and Michael Fischer, Associates, Bureau of Social Studies Education. George Gregory, Associate, Bureau of Curriculum Development, assisted in the development of the material and prepared it for printing. This syllabus was also reviewed by the Office for Education of Children with Handicapping Conditions for inclusion of information about and awareness of students with handicapping conditions.

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Introduction: How to Use the Social Studies Syllabus, K-12

This syllabus is meant to be used by school district administrators and teachers in developing their local social studies curriculum. The syllabus is a guide to curriculum development. It is a statement of the goals and objectives of the State social studies program. It is not meant to offer day-to-day lesson plans. Rather, it should be used by administrators and teachers as a guide to the selection of strategies and materials to achieve these goals and objectives. Local and regional curriculum development efforts should be directed toward those ends while making adaptations which meet local needs and goals.

The principles of a democratic system should serve as organizing ideas for the social studies program and for student learning. The development of civic values consistent with life in a democratic system is an overriding goal of the entire program. The values at the base of our democratic system include justice, a belief in the dignity of the individual, responsibility of the individual to others and to the community, rule by the will of the majority with respect for the rights of the minority, respect for the rights of others, appreciation of the achievements of diverse cultures and individuals and participation of all persons in government. In dealing with the specifics of the syllabus and in planning the curriculum which implements it, the development of these values should be a constant goal.

The first section of the syllabus lists the goals for elementary, secondary and continuing education established by the Board of Regents of the University of the State of New York and the overall goals of the social studies program, 7-12. The goals for the social studies program are derived from the goals of the Board of Regents. These goals involve both content and skills, and they apply to all grade levels. The goals form the essential elements around which curriculum and evaluation are based.

The second section of the syllabus deals with social studies skills, which are a part of the overall K-12 program. This section is an integral part of the syllabus and should be used extensively in developing local curriculum. Local curriculum plans and lesson planning should incorporate these skills throughout each course and lesson in the social studies program.

The third section of the syllabus includes objectives for the specific course. These objectives apply to the course and provide more detail than the overall 7-12 objectives.

The remainder of the syllabus deals with the outline of the course itself. Each unit in the syllabus is introduced by one or more major goals for the unit. Within the unit, each major topic is introduced by one or more objectives. These goals and objectives are followed by three columns, labeled **CONTENT**, **MAJOR IDEAS** and **MODEL ACTIVITIES**.

The first column outlines content which may be used to achieve the goals and objectives of the unit. It is assumed that changing times, changing information and changing emphases will necessitate updating of this content from time to time. It will be the responsibility of the school district and the individual teacher to accomplish this updating.

The second column in the syllabus, labeled **MAJOR IDEAS**, provides the teacher with some major knowledge objectives of the course. The characteristics of these major ideas are that they:

- o flow out of the content being considered;
- o are of considerable significance;
- o show a relationship or connection between and among content elements in this course, or from previous learning.

The concepts and understandings in this column build upon concepts and understandings developed in previous grades. The content used from the first column should lead students to develop and reinforce these major ideas as they move through the program. It will be noted that there is some repetition in this column, both within a course and from other courses in the K-12 program. This repetition is intentional. For example, there are fifteen overarching concepts which are highlighted throughout the 7-12 program. These concepts reinforce and build upon the ten major concepts developed throughout the K-6 program. When any of the fifteen overarching concepts are referred to in the syllabus, they are in CAPITAL letters. The fifteen concepts are:

CHANGE	EMPATHY	JUSTICE
CHOICE	ENVIRONMENT	POLITICAL SYSTEM
CITIZENSHIP	HUMAN RIGHTS	POWER
CULTURE	IDENTITY	SCARCITY
DIVERSITY	INTERDEPENDENCE	TECHNOLOGY

Other significant concepts which appear in statements or understandings in this column are highlighted by <u>italics</u>. The concepts in this column are included as part of summary statements or understandings. These understandings are also major ideas to be developed in the program.

The third column in the syllabus format is labeled **MODEL ACTIVITIES**. This column should <u>not</u> be construed as a definitive list of possible instructional activities. It is, instead, a purely suggestive and illustrative sampling to show how particular content might be used to develop significant skills while, at the same time, reinforcing knowledge of the content and major ideas. It is imperative that social studies instruction at all levels include skill development. The authors of this syllabus recognize that any given section of content can be used to strengthen any number of student skills. Therefore, teachers may use the model activities suggested in this column or they may choose to use the content involved to develop other skills in any other suitable manner. The important consideration is that skill development should be an integral part of social studies instruction and that the major skills which are related to social studies are dealt with at all levels. In planning for skill development, reference should be made throughout the year to the skills section of this syllabus (see pages 9-20).

As with all State syllabi, this syllabus is meant to be used with all students, regardless of academic ability. Therefore, it is the responsibility of the school district and the teacher to provide for different student needs through selection of appropriate materials and learning strategies. The syllabus, then, provides a framework which can be adjusted to meet student needs, including those of students with handicapping conditions. In some instances, modifications of materials and instructional techniques may be necessary so that such students may participate in the activities suggested in the syllabus.

It should be noted that all State examinations in social studies will be based upon the syllabus for the course or courses being tested. It is not possible for all content specifics to be included in this syllabus, and thus, test questions may include information derived from the broader scope of data that a student would ordinarily expect to encounter during the year. These examinations will include items which test both skill and content objectives. It is important that student evaluation at the local district level reflect these objectives of the syllabus and the general objectives of State examinations. In this way, students will be adequately prepared when they face State examinations in social studies.

A consideration in assisting students with handicapping conditions to prepare for these State Regents and Competency examinations is the use of alternative testing modifications. Such techniques provide an equal opportunity for those students with handicapping conditions, so designated, to participate in testing situations. Additional information on the use of alternative testing modifications for students with handicapping conditions is available in Appendix A, Students with Handicapping Conditions.

Goals of the Board of Regents

Elementary and Secondary Education in New York State

1. Each student will master communication and computation skills as a foundation to:

   1.1 Think logically and creatively.
   1.2 Apply reasoning skills to issues and problems.
   1.3 Comprehend written, spoken and visual presentations in various media.
   1.4 Speak, listen to, read and write clearly and effectively in English.
   1.5 Perform basic mathematical calculations.
   1.6 Speak, listen to, read and write at least one language other than English.
   1.7 Use current and developing technologies for academic and occupational pursuits.
   1.8 Determine what information is needed for particular purposes and be able to acquire, organize and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

   2.1 English language and literature.
   2.2 History and social sciences.
   2.3 Mathematics.
   2.4 Natural sciences and technology.
   2.5 Language and literature in at least one language other than English.

3. Each student will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:

   3.1 Ways to develop knowledge and appreciation of the arts.
   3.2 Aesthetic judgments and the ability to apply them to works of art.
   3.3 Ability to use cultural resources of museums, libraries, theater, historic sites and performing arts groups.
   3.4 Ability to produce or perform works in at least one major art form.
   3.5 Materials, media and history of major art forms.
   3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

   4.1 Knowledge of American political, economic and social processes and policies at national, state and local levels.
   4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and economic systems.

5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding and attitudes necessary to participate in democratic self-government. Included are:

   5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality and majority rule with respect for minority rights.
   5.2 Respect for self, others and property as integral to a self-governing, democratic society.
   5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

6. Each student will develop the ability to understand, respect and accept people of different race; sex; cultural heritage; national origin; religion; and political, economic and social background, and their values, beliefs and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Each student will develop general career skills, attitudes and work habits, and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills and attitudes which enable development of:

   9.1 Self-esteem.
   9.2 The ability to maintain physical, mental and emotional health.
   9.3 Understanding of the ill effects of alcohol, tobacco and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

Overall Goals of the Social Studies Program, 7-12

Upon completion of the social studies program, the student will be a person who can demonstrate the ability to make rational and informed decisions about economic, social and political questions confronting himself or herself, the society and the interdependent world. Such decisions will draw upon the lessons of history and the social sciences.

Specifically, at the end of the 7-12 social studies program, students will be able to:

1. describe and analyze major historical factors in the development of the United States.

2. explain the historic, economic, social and political roots of major cultures of the world.

3. participate as informed citizens in the political and economic systems of the United States.

4. demonstrate knowledge of the increasing international connections of nations and cultures that make them interdependent within the various global systems.

5. explain the fundamental similarities and differences among major economic, social and political systems and how these systems operate in an interdependent world.

6. explain how societies teach individuals to live within specific values systems.

7. discuss the nature and effects of change on societies and individuals.

8. analyze the effects of geography on the development of cultures.

9. empathize with the values that guide the behavior of people from different cultures.

10. value the principles and ideals of a democratic system based upon the premises of human dignity, liberty, justice and equality.

11. compare the rights and responsibilities of citizens of the United States with the rights and responsibilities of citizens of other societies.

12. gather information by listening, reading and observing with accuracy and comprehension.

13. organize, analyze and interpret information in all forms.

14. communicate information clearly and effectively in both oral and written form.

15. demonstrate the skills that enable people to participate reasonably in a democratic society.

16. use the vocabulary of social studies in appropriate context.

17. identify important social studies ideas and methodologies and apply them to new information and experiences.

18. explain the relationship between social studies learning and learning that takes place in other disciplines and other institutions.

19. demonstrate an enhanced perspective of self as one who benefits from the human experience and who participates in and contributes to that experience.

20. describe the results of the interactions between individuals and societies and the environment.

The 7-12 Social Studies Program
REGENTS GOALS

The New York State Regents goals for elementary and secondary education form the basis for the development of the State syllabi in social studies and the various State evaluations, examinations and tests based upon these syllabi.

GRADE LEVEL AND UNIT GOALS

The Grade Level and Unit Goals are derived directly from the Overall Goals of the Social Studies Program, 7-12. They incorporate the Regents Goals as they relate directly to the social studies program. The Grade Level and Unit Goals involve both content and skills applied to the specific course of study at the particular grade level and within the units of study.

SYLLABUS FORMAT

Content Outline

The first column includes specific objectives and suggested content used to achieve these goals and objectives.

Major Ideas

The second column provides the teacher with the major knowledge objectives of the course. The concepts and understandings for the grade level build upon the concepts and understandings developed in previous grades and provide the essential core of the entire K-12 State social studies program.

Model Activities

The third column is a suggestive and illustrative sampling to show how particular content might be used to develop significant skills while reinforcing knowledge of the content and major ideas.

PROGRAM EVALUATION

Program Evaluations are State administered assessments of the local social studies instructional program by means of written tests administered to students and other measurement techniques. They are designed to provide quantitative and qualitative information about the local instructional program. This information about activities, characteristics and outcomes of social studies programs is intended to be used to guide program improvement efforts.

REGENTS EXAMINATIONS AND COMPETENCY TESTS

Regents examinations are designed to test student achievement and reflect higher levels of abstract thinking. Regents Competency Tests in Social Studies will be designed to provide minimum level graduation requirements. Each type of examination will be based upon the same State syllabi. Differentiation between the two will reflect differences in depth of expected content knowledge, degrees of abstraction and complexity of required skills.

Social Studies Skills

Skill development must be a part of all social studies teaching. It is important because it helps students become more efficient at acquiring and understanding social studies content as well as helping them to learn, practice, and apply those skills and processes they need as citizens in school today and will need as adult citizens tomorrow. Skills and content are interrelated. Students need skills to learn content and they need to work with content to develop skills.

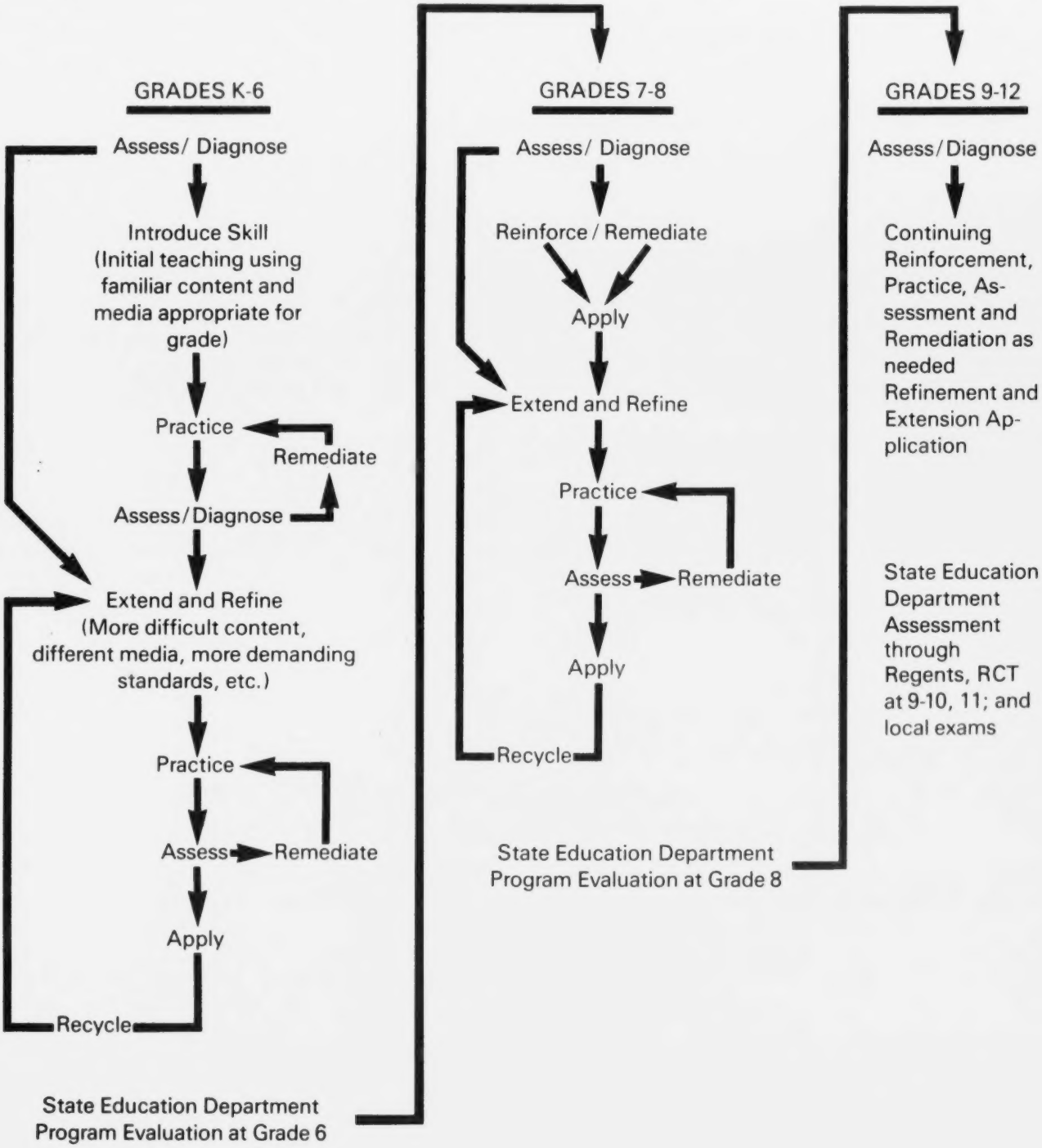
While most skills apply equally to different areas of study and life, there are several processes, or groups of skills, that are especially important for citizens in a democracy. These processes as applied to a social studies context are: (1) The ability to get, organize, process and communicate accurate social studies information and ideas. (2) The ability to identify and investigate issues, generate and test hypotheses, and take and support positions. (3) The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action. (4) The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors. (5) The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency). Each process is described and then followed by a list of the skills likely to be needed.

Skill development is neither so simple that the social studies teacher can take it for granted nor so difficult that the teacher should avoid it. There are a few "complexities" that should be kept in mind as skill development is planned and conducted. (1) All of the skills listed are important to social studies, but few, if any, are exclusive to the field. Skill development should be coordinated with what is being done in other subject areas. (2) Even after a skill has been developed, a skill can be lost if it is not reinforced by continued use. (3) The different skills are interrelated; there must be a spiral development. All skills should be practiced in appropriate ways at all levels. (4) Skill and content are interrelated. Just because students can use a skill to process simple or familiar content does not mean that they will be able to apply it to new content without further teaching and practice. (5) Skill development must be continued until students not only know the skill and perform it well, but until they understand the conditions or situations in which it is, or is not, appropriate to use it.

Because skills are both important and interrelated, the school and teacher should have systematic plans for their development. Systematic development involves diagnosis, teaching, practice, reinforcement, remediation as needed, and application, with assessment at every step. The following diagram suggests a typical procedure for skill development.

SKILL DEVELOPMENT PROCEDURES

Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas present.



Process and Skills List

As a result of participating in the social studies program, students should demonstrate steady growth in the following abilities and in the individual skills which contribute to them:

A. The ability to get, organize, process and communicate accurate social studies information and ideas.

Rationale: Citizens must deal with enormous quantities of information. They will have to handle even larger amounts in the future. Historical, geographic, political, social and economic information is often relevant for understanding current issues and for decision making. Getting accurate information, organizing and processing it without distorting it, and communicating it to others for their information are all important acts of citizens at all ages and levels.

Contributing Skills: The following skills contribute to this ability. Students should learn and practice them in classroom activities and apply them in preparing social studies reports, presentations and maps.

A.1. Skills for Getting Information

a. determine the kind and quantity of information that is needed to complete a task or accomplish a purpose

(When students approach a learning task that requires them to gather information, they will be able to decide what kinds of information and how much information they are going to need.)

b. identify and locate appropriate sources of information and locate the specific information needed within those sources

(When students know what kinds of information they need, they will be able to use research tools and techniques to find that information.)

c. obtain the information on a specified topic that is contained in a source which has been located or to which students have been assigned

- by observing
- by listening
- by reading

(When the information students need is obtained, they will be able to read, hear, or see and comprehend it.)

d. measure or qualify information as to numbers, amounts, distances and differences

(When students have the sources of information needed, they will be able to determine and count numbers of items, measure amounts or distances.)

e. distinguish among various types of content in a source, e.g., between main idea statements and supporting information; between facts, reasoned judgments, and opinions; between relevant and irrelevant information

(When students have determined the meaning of statements they will then be able to classify them by comparing them with types of statements with which they are already familiar.)

(When students have obtained the literal meaning from a source, they will be able to go beyond that meaning and make reasoned judgments about what the author/speaker meant, why it was put the way it was.)

f. evaluate sources

(When students have located a possible source and noted its content, they will be able to decide on its value for their purposes based on appropriate standards.)

g. take useful notes

(When students have obtained information from a source they will be able to record the data, both bibliographical and content, in a form that will help them complete the task or accomplish the purpose.)

A.2. Skills for Using Information

Students will demonstrate ability to:

a. identify similarities among and differences between various items in the data and group like items together

(When students have obtained information, they will be able to note likenesses and differences and use these qualities to divide the data into useful groups or parts appropriate to their topic needs.)

b. infer meanings, biases, assumptions, and points of view implied but not stated in a source

c. infer relationships such as cause and effect and time and spatial relationships among items in the data

(When students have examined items in the data, they will be able to identify those that are probably related to each other and make reasonable decisions about what the relationships are.)

d. evaluate the relevance, validity and sufficiency of data

(Looking at the data, students will be able to compare what they have with standards of what is needed to accomplish the task and decide whether they have the right kinds of information, with respect to quality and quantity of information.)

e. translate information into a different medium, format or vocabulary without changing the meaning

(Students will be able to put all or parts of the data into their own words without distorting the meaning.)

f. organize or arrange the data using chronology, steps in a procedure, categorization, or other appropriate means

(Students will be able to identify an appropriate principle to use to arrange information into a more useful form, and order it accordingly.)

g. extrapolate from the data

(Students will be able to develop or use principles and generalizations to infer likely causes, consequences and factors of items in the data even though those causes are not explicitly mentioned in the data.)

h. perform appropriate statistical analyses of the data

(Students will be able to use statistical techniques of appropriate sophistication to get at the meaning and possible likelihood of relationships.)

i. make conclusions about the main ideas or understandings that can be drawn from the data

(Students will be able to synthesize understandings about what the major parts or the entirety of the data mean.)

j. evaluate the conclusions drawn

(When they or others have drawn conclusions from the data, students will be able to compare them with generalizations and principles they already know and, if discrepancies are noted, decide whether the evidence on which the conclusions were based is strong enough to justify modifying the generalizations or principles.)

A.3. Skills for Expressing Information and Ideas

Students will demonstrate the ability to:

a. present factual or objective information orally, in writing and through other media.

(Students will be able to write, speak, use maps and graphics in such a way that they communicate information clearly to others.)

b. explain different points of view or positions on a topic and present the evidence and reasoning that supports each position

(Students will be able to write, speak, and use graphics in such a way that they clearly present their own positions and/or the positions or perspectives of others on a given topic or issue.)

c. state and support a position on an issue persuasively in writing, orally and through media

(Students will write, speak and use other media in ways appropriate for convincing an audience of the strength of the students' positions.)

d. disagree with a position taken by another without resorting to personal attack or denigration

(Students will recognize and deal logically and persuasively with opposing arguments.)

e. contribute to the successful completion of a group oral, written or media presentation

f. use correct formats assigned or selected for presenting material

(Students will be able to use the proper style, form and mechanics for different forms of spoken - e.g., debate, discussion, written - e.g., formal report, outline - and media presentations.)

A.4. Skills for Interpersonal and Group Relations

Students will demonstrate the ability to:

a. work with others in identifying a goal, formulating a plan, dividing tasks, carrying the plan out and evaluating the results and procedures used

b. empathize

(In situations where perception could be colored by egocentrism or ethnocentrism students will be able to understand and explain how others with varying perspectives might see, explain or feel about them.)

c. recognize and employ nonverbal body language to improve communication of meaning and feelings

d. note and evaluate the characteristics and behaviors of others before making judgments that might be influenced by stereotypes

e. give and follow directions

(When in situations requiring them to give directions, students will be able to express appropriate ones clearly and ensure that they are understood. When in situations requiring them to follow directions, students will be able to get the literal meaning, obtain clarification of any ambiguous parts, and carry them out in an acceptable fashion.)

B. The ability to identify and investigate issues, generate and test hypotheses, and take and support positions persuasively.

Rationale: The pursuit of truth is important in academic undertakings. It is even more important in the life of a free society. It is most difficult in relation to issues where emotion or prejudice tempt the student and citizen to accept the obvious answer. Developed skill and discipline can help in resisting this temptation.

This process frequently involves:

- **gathering information about a topic or issue about which there is disagreement - information about the topic, about the disagreement, and about those who disagree;**
- **comparing this information with previously acquired standards to determine importance or significance;**
- **deciding whether the issue merits further effort;**
- **inferring relationships or other findings which might be shown by evidence gathered (hypotheses);**
- **deciding what kinds and quantities of evidence would actually prove or disprove the predicted findings - the hypotheses;**
- **gathering evidence objectively - deciding whether the hypotheses have been proved or disproved or shown to require further research;**
- **translating the results into a position;**
- **expressing the position and its supporting evidence.**

Contributing Skills: The following additional skills contribute to this ability. Students should learn and practice them and apply them in preparing persuasive presentations and reports on academic, simulated and real life topics and issues.

B.1. Skills for Getting Information as listed under A.1. above

B.2. Skills for Using Information

In addition to skills previously developed, students will demonstrate the ability to:

a. attain, label, clarify and categorize concepts

(Students will be able to identify the cluster of characteristics that are common to one class of items and set it apart from all others (the concept), identify an appropriate name for that concept, and gradually become more and more clear about what subconcepts are parts of it and what broader concepts it is a part of.)

b. form, state, clarify, and delimit generalizations

(Students will be able to identify general relations among concepts (generalizations) - e.g., one generally causes the other, one generally is a necessary condition for the other to exist - verbalize the generalization, and gradually become clearer about when the generalization does and does not apply.)

c. apply understandings, concepts and generalizations developed to new information and in new situations

(Students will be able to use the knowledge gained in one task to gain understanding more quickly or more fully in another.)

d. develop analogies

(Students will be able to note the relationship between two or more concepts and then identify other pairs of concepts that are related in the same way. A is to B as C is to ___.)

B.3. Skills for Expressing Information and Ideas as listed under A.3. above

B.4. Skills for Interpersonal and Group Relations

In addition to skills previously developed, students will demonstrate the ability to:

adjust, within ethical and legal limits, their own behavior to the dynamics of a situation, including the presence of change, diversity, ambiguity and conflict

(In situations with other people, students will be able to change their normal behavior patterns as necessitated by special characteristics of the situation to facilitate the achievement of the common goals, but not to the extent that they violate legal or moral standards.)

C. The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action.

Rationale: A free society allows its citizens to make the political, economic and social decisions important in their lives. Active involvement in a democratic society requires participation in problem solving on public issues as well as personal matters. The quality of the decisions made and problem solving actions taken is important to the success of the free society. Possession of skills does not guarantee that all decisions and actions will be wise, but it does improve the odds.

Decision making frequently involves:

- identifying situations requiring a choice;
- considering the desired outcome of each situation;
- identifying the available choices;
- predicting the results likely from each choice;
- comparing likely results with desired outcome;
- selecting the choice with the best match between its likely results and the desired outcome.

Identifying and solving problems frequently involves:

- noting a situation in which there is a gap between what actually is and the standard of "what should be" - a problem situation;
- gathering information about the problem to make sure that it actually exists and requires solving, and gathering information about its causes;
- identifying the resources available for solving the problem and the constraints limiting the kinds of solutions that can be tried;
- identifying as many courses of action as possible;
- predicting the likely results of each course of action;
- evaluating all courses of action based on feasibility and desirability of the results;
- selecting the most appropriate course or sources of action;
- taking the selected action;
- evaluating results and modifying procedures as needed.

Contributing Skills: The following skills contribute to these abilities. Students should learn and practice them and apply them in content matter, simulations and real life decision-making and problem-solving situations.

C.1. Skills for Getting Information, A.1. a-g above

C.2. Skills for Using Information, A.2. a-j and B.2. a-d above

C.3. Skills for Expressing Information and Ideas, A.3. a-f above

C.4. Skills for Interpersonal and Group Relations, A.4. and B.4. above

In addition to skills previously developed, students will demonstrate the ability to:

monitor the effects their own behavior has on others and modify that behavior as needed to achieve the desired effects

D. **The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors (valuing).**

Rationale: **Individuals, as students and citizens, must evaluate words and actions. They must evaluate ideas and positions to decide whether they meet standards of scholarship, logic and fairness. They must evaluate issues and possible public policy actions to decide how they relate to their own value standards and to the standards of their community. While the school has an important role to play in the formation and application of standards of scholarship and logic, it must act with caution in the area of formation of values. In both areas, however, the school has an important role in helping the students to develop and examine such standards and to apply them to appropriate materials and situations.**

Developing and forming standards for valuing in areas such as scholarship and reasoning that are relevant to social studies instruction frequently involves:

- **examination of examples of previous thought that meet the standard sought;**
- **concluding about the general qualities of positions and thought meeting the standard;**
- **identification of qualities commonly found in positions not meeting the standard;**
- **identification of likely effects of adhering to the standard;**
- **appropriate school rewards - such as grades - for meeting the standard.**

Valuing and critical thinking frequently involve:

- **recalling or locating the standard by which the position, thought, etc. should be evaluated;**

- comparing the qualities present in the position, thought, etc., with those required by the standard;

- deciding how close the match between the item and the standard is;

- deciding whether the item should be accepted, rejected, or changed to improve the match;

- empathizing with the positions, thought, etc. of others;

- tolerating ambiguity;

- taking a stand.

Contributing Skills: The following skills contribute to these abilities. Students should learn and practice them and apply them in critical thinking (evaluating the scholarship and logic of items) and valuing (evaluating the quality of rightness of items).

D.1. Skills for Getting Information

D.2. Skills for Using Information

D.3. Skills for Expressing Ideas and Information

D.4. Skills for Interpersonal and Group Relations

E. The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency).

Rationale: While democracy does not depend on blind obedience, it does depend on informed assent to and, where necessary, expression of informed disagreement with rules and laws made by representatives. Informed assent requires the ability to know what the laws say and mean and to make intelligent decisions.

Citizenship competency frequently involves:

- getting, processing and expressing accurate information and ideas;

- identifying and investigating issues, generating and testing hypotheses, and taking and supporting positions;

- making appropriate decisions and identifying and solving problems effectively;

- valuing and critical thinking.

Contributing Skills: The following skills contribute to these abilities. Students should learn, practice and apply them in academic and real life situations.

E.1. Skills for Getting Information, A.1. a-g above

E.2. Skills for Using Information

In addition to skills previously developed, students will demonstrate the ability to:

a. assess their own involvement and stake in political situations, issues, decisions and policies

(Students will be able to predict the consequences of actions - or inactions - and policies on themselves and determine the extent to which they want to or should become involved.)

b. to act upon the basis of their best judgment

E.3. Skills for Expressing Ideas and Information, A.3. a-f above

E.4. Skills for Interpersonal and Group Relations

In addition to skills previously developed, students will demonstrate the ability to:

work effectively with bureaucratically-organized institutions in order to promote and protect their own interests and values

(Students will be able to adjust their behavior patterns in order to deal effectively with the special circumstances of bureaucratic organization.)

Introduction to the Syllabus for Economics and Economic Decision Making

This syllabus is intended to be used to meet the mandate of the Board of Regents for a semester course in economics. It is designed as a course to provide students with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. It is not meant to be a course in consumer education, although the emphasis on rational decision making in economic areas will surely encourage students to become wiser consumers as well as better citizens.

As with all the State syllabi in social studies, this syllabus is meant to be used with all students, regardless of academic ability or instruction. Therefore, it is the responsibility of the school district and the teacher to provide for different student needs through their selection of appropriate materials and learning strategies. For information about ways to provide for students with handicapping conditions in the regular classroom, see Appendix A.

Objectives for Grade 12: Economics and Economic Decision Making

KNOWLEDGE OBJECTIVES:

Upon completion of the semester course, the student should be able to demonstrate an understanding of:

1. basic economic concepts such as scarcity, supply and demand, markets, productivity, opportunity cost, specialization, productive resources, interdependence, growth and economic system;

2. the economic system of the United States and how it operates;

3. the roles of various components of the American economic systems;

4. his/her role in the economic system as consumer, worker, investor, and/or voting citizen;

5. the interdependence of the world's economies today;

6. the political and social impact of economic decisions and the economic impact of political and social decisions;

7. basic differences between different types of economic systems and their operation.

SKILLS OBJECTIVES:

Upon completion of the semester course, the student should be able to demonstrate the ability to:

1. analyze, evaluate and make generalizations about economic information based on relevant data;

2. use the problem-solving process to identify and define problems, hypothesize, investigate and analyze selected data, recognize alternative solutions and make decisions both as an individual and as a citizen;

3. use all other skills included in previous grade skill objectives, 7-11 (see skills section of the syllabus).

ATTITUDE OBJECTIVES:

Upon completion of the semester course, the student should be able to demonstrate:

a rational attitude toward economic issues and problems with which they are concerned, both as individuals and as citizens

Writers and consultants for the Syllabus in Economics

William Murphy
Social Studies Supervisor
East Bloomfield Central School

Dr. John Tribble
Director
Center for Economic Education
Russell Sage College

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Dr. Sanford Gordon, New York State Council on Economic Education

Dr. Harry I. Greenfield, Queens College of the City University of New York

Dr. C. Lowell Harriss, Columbia University

Dr. Robert Highsmith, Joint Council on Economic Education

Dr. David A. Martin, State University College at Geneseo

Dr. Frank Musgrave, Ithaca College

Dr. Mark Nadler, State University College at Fredonia

Dr. Richard D. C. Trainer, Federal Reserve Bank of New York

UNIT 1: INTRODUCTION TO ECONOMICS AND ECONOMIC SYSTEMS

UNIT GOALS: By the end of the unit, the student will be able to demonstrate:

1. an understanding of the nature and the purpose of the study of economics
2. an understanding of the function of economic systems
3. an understanding of how a market system operates to establish prices

I. WHY STUDY ECONOMICS?

Objective:

To understand the reasons for the study of economics

Content Outline:	Major Ideas:	Model Activities:
A. All Individuals Must Make Economic Decisions 1. The problem of limited resources and unlimited wants 2. The necessity for making trade-offs	All individuals and societies are affected by SCARCITY, i.e., the fact that there are always limited resources to meet unlimited wants. A resource is anything which has value or potential value in the marketplace. Because of the fact of SCARCITY, all individuals and societies must make **trade-offs** in deciding how to use their resources.	In classroom discussion, ask students to describe economic decisions they will make in the next year. Make a list of responses. Then discuss how the concept of scarcity is involved in each decision. For each decision, discuss a possible opportunity cost (what will not be done because of the decision). Then have students research newspapers and periodicals to make a list of economic decisions made over a set period of time by local, state or Federal governments. Ask each student to describe in writing the economic decisions, how the concept of scarcity affected that decision, and a possible opportunity cost for each decision.

Content Outline:	Major Ideas:	Model Activities:
B. All Societies Must Make Economic Decisions 1. Limited resources and unlimited wants applied to a society 2. The economic goals of a society	The major economic goals of societies are full employment, price stability, productivity and economic growth. In addition, societies may have socio-economic goals, such as an equitable distribution of income and wealth, economic justice, individual economic freedom and economic opportunity.	Programs 1 and 2 of the videotape series Give and Take ("You Choose: Scarcity and Personal Decision Making" and "We Choose: Scarcity and Social Decision Making") and the related activities might be used to strengthen the concepts and understandings included in this unit. The Give and Take videotape series is available from several sources, including the Center for Learning Technologies of the State Education Department, Regional Centers of the New York State Council for Economic Education and many BOCES. All schools in New York State have the legal right to make copies of this series.
C. The Role of the Study of Economics 1. Making economic decisions rationally 2. Applying basic economic concepts 3. The use of models 4. The use of data 5. The study of institutions	In economics, a **model** is a simplified representation of reality which is useful in analyzing how the economy works.	Ask students to read and interpret pie graphs and charts describing government (Federal, state, or local) expenditures. (The annual Economic Report of the President might also be used as an up-to-date source of data.) Individual students could play the roles of various special interest groups demanding that their wants be satisfied. Other students could play the roles of legislators responding to the demands of the groups. Groups represented could include (depending on level of government chosen) the military, senior citizens, educational leaders, property owners, disabled veterans, welfare recipients and environmentalists, etc. A debriefing analysis should relate the activity to the concepts of scarcity, opportunity cost and economic goals.

II. ECONOMIC SYSTEMS

Objective:

To understand how economic systems developed and how these systems deal with the basic economic questions

Content Outline:	Major Ideas:	Model Activities:
A. What Are the Basic Economic Questions? 1. What to produce? 2. How to produce? 3. For whom to produce?	All **economic systems** must answer the three basic economic questions.	The Master Curriculum Guide of the Joint Council for Economic Education includes a publication, Strategies for Teaching Economics: High School Economics, "Lesson 2: Different Means of Organizing a Society" or Strategies for Teaching Economics: World Studies, "Lesson 3: Traditional, Market and Command Economic Systems."
B. How Did Economic Systems Develop? 1. The traditional agricultural system in various places and times 2. The commercial and industrial revolution in various places and times 3. The economies of the post-industrial world	**Economic systems** developed as a result of the fact that the **standard of living** of individuals could be raised through **specialization** in meeting economic needs and wants. INTERDEPENDENCE among people and societies increased as economic systems became more complex. Even though a nation or region may be capable of being **self-sufficient**, to be so may not be in its economic interest.	For this and other materials available from the Joint Council for Economic Education, write 2 Park Avenue, New York, NY 10016. The State organization which makes these materials and other resources available to schools through its DEEP program is the New York State Council for Economic Education, Russell Sage College, Troy, New York 12180.
C. What Resources Must Be Allocated for Production? 1. Land (natural resources) 2 Labor 3 Capital 4. Entrepreneurial ability		

Content Outline:	Major Ideas:	Model Activities:
D. What Types of Economies Have Developed? 1. Traditional economies 2. Market economies 3. Command economies 4. Mixed economies	**Economic systems** have devised different ways of allocating resources to answer the three basic economic questions. **A traditional economy** is dependent on societal and family institutions based on loyalty, respect, honor and tradition for answering the three basic questions. **A market system** makes use of the idea of personal **incentives** in answer to the three basic economic questions. **A command economy** may take a totalitarian political form in which a central agency is the prime decision maker, or it may take a less totalitarian form in which a central agency coordinates a process of political decision making.	Students should try to decide how a traditional, command or market economy would answer the following questions: 1. How will the special needs of groups such as the elderly, those who are ill or persons with disabilities be addressed? 2. What crops and how much of each should be planted over the next five years? 3. Who will get the scarce heart transplants? 4. How will the army be raised? 5. What kinds of vehicles should be produced to meet the nation's transportation needs? 6. Who will get the best education? 7. How much land should be allocated for public parks? At the conclusion of this activity, it should be clear that almost all economic systems are to some degree a mix of the three types.
E. How Does a Market Economy Answer the Basic Economic Questions? 1. The payment of rent, wages or salaries, and interest		

Content Outline:	Major Ideas:	Model Activities:

2. The voluntary exchange of private property

3. The role of profit

4. The circular flow in an economic system

F. How Does a Traditional Economy Answer the Basic Questions?

G. How Does a Command Economy Answer the Basic Questions?

III. SUPPLY, DEMAND AND PRICES

Objective:

To understand the laws of supply and demand and how these principles establish price and quantity in the competitive model

Content Outline:	Major Ideas:	Model Activities:
A. The Model of Pure Competition 1. Reasons for and application of the model 2. Outside forces which affect the operation of the model	Competition exists in a situation in which no buyer or seller can fix price. Some **markets** are international, such as the market for computers, whereas other markets cover a smaller area, such as the market for fresh vegetables.	Either from a textbook or with teacher-made data, have students: 1. graph a demand schedule 2. graph a supply schedule 3. read from the graph what the quantity demanded or supplied would be at several prices along the schedule 4. identify the market price 5. describe situations that would cause the demand and supply schedules to shift.
B. The Law of Demand -- a Rise in Price Leads to a Fall in the Quantity Demanded, While a Decline in Price Leads to an Increase in the Quantity Demanded	The model of **supply and demand** explains the determination of prices in a competitive economy.	An activity-oriented development of these concepts can be found in the Joint Council for Economic Education's Teaching Strategies: High School Economics Courses, "Lesson 5: A Market for Wheat." "Lesson 6: The Market Never Stands Still" focuses on changes in demand, supply, prices and quantities.
C. The Law of Supply - a Rise in Price Leads to an Increase in the Quantity Supplied, While a Decline in Price Leads to a Decrease in the Quantity Supplied	Changes in the factors which affect **supply** and **demand** are used to explain **changes in prices** and the amount exchanged.	
D. Market Clearing Price - The Price at Which the Amount Buyers Are Willing to Buy Equals the Amount that Producers Are Willing to Produce		
E. Factors Which Affect Demand 1. Price 2 Taste and preference		

Content Outline:	Major Ideas:	Model Activities:
3. Income		
4. Prices of buyer's substitutes and complements		
5. Buyer's expectations		
F. Factors Which Affect Supply		
1. Price		
2. Resource costs		
3. Technology		
4. Prices of producer's substitutes and complements		
5. Seller's expectations for profit		
6. Number of sellers		
7. Natural events		
8. Government taxes, subsidies and regulation		
G. Responsiveness of Quantity Demanded to Price Changes (elasticity) is Determined by:	**Elasticity of demand** refers to the extent to which consumers alter their purchases in response to changes in the price of goods or services.	Ask students to make a list of products for which there is:
1. The availability of substitutes		. elastic demand . inelastic demand . elastic supply . inelastic supply.
2. How necessary consumers consider the product	**Elasticity of supply** refers to the extent to which sellers change their offerings in response to changes in the price of the good or service they produce.	Ask students to explain their rationales for each selection. Ask students under what conditions they could sell tickets to a game or a concert at a profit and under which conditions would they have to sell at a loss.

Content Outline:	Major Ideas:	Model Activities:
H. Responsiveness of the Quantity Supplied to Price Changes is Determined by: 1. Number of sellers 2. The degree to which fixed costs are involved in production 3. The price of other products the producer might produce 4. The future expectations of producers	**Regulated prices** occur when prices are determined by factors other than supply and demand (i.e., legal minimum or maximum prices).	Discuss with students: For which of the following products would demand be elastic or inelastic? . airline tickets to Europe . heart transplants . luxury restaurant meals . salt . wheelchairs . milk . sports cars Have students explain the rationale for their choices. The Joint Council on Economic Education's Teaching Strategies: High School Economics Courses, "Lesson 10: Responsiveness of Quantity Demanded to Price Changes" contains interesting exercises on elasticity.

UNIT 2: ELEMENTS OF THE ECONOMY (MICROECONOMICS)

UNIT GOALS: **By the end of the unit, the student will be able to demonstrate:**

an understanding of the roles of the various sectors of the economy

I. THE CONSUMER IN THE ECONOMY

Objective:

To understand the role of the consumer in the economy

Content Outline:	Major Ideas:	Model Activities:
A. What Decisions Do Consumers Make? 1. Spending decisions 2. Savings decisions 3. Borrowing decisions	In a **market economy** the CHOICES consumers make determine what will be produced.	Ask students to construct a budget indicating how they will spend their particular income for the next month. Ask them to classify each expenditure as a necessity or luxury. For each luxury, ask students to state why they plan to make that expenditure. A debriefing of student budgets could lead to a discussion of the factors which affected their spending decisions.
B. The Role of the Consumer in Determining Production 1. Consumer sovereignty 2. Limits on consumer sovereignty	**Consumption** is the primary way in which human wants are satisfied and is the chief goal of most economic activity.	Ask students to research and discuss the role of consumer lobby groups in shaping legislation.
C. Protection of the Consumer 1. Goverment protection 2. Private protection 3. Competition	A wide variety of governmental and private agencies operates to protect the consumer.	
D. Factors Which Affect Consumption 1. Price 2. Advertising 3. Taste and style 4. Economic conditions and confidence	Many factors influence decisions a consumer makes. Some of these factors depend upon the individual consumer and others are determined by society as a whole.	Ask students to keep a log of the number of times they are exposed to advertising in a 24-hour period. Record types of advertising and products. Use these logs as the basis for a discussion on the effectiveness of advertising in influencing demand.

Content Outline:	Major Ideas:	Model Activities:

5. Government policies
6. Needs
7. Availability of substitutes
8. Saturation of market

II. BUSINESS IN THE ECONOMY

Objective:

To understand the role of business and profits in the economy

Content Outline:	Major Ideas:	Model Activities:
A. Business Decision Making 1. What to produce? 2. How to produce? 3. How much to produce?	In a **market** economy, most of the decisions about what is produced, how it is produced, and how much to produce are made by consumer choices influencing private businesses.	Programs 6 and 12 in the Give and Take videotape series are appropriate for this topic. Program 6: A Key to Productivity-Human Capital Program 12: Why Competition? Market Structure
B. Forms of Business Organizations 1. Proprietorship 2. Partnership 3. Corporation	The **incentive** for individuals to invest in a business is the expectation of **profit**.	A number of classroom activities can be used to illustrate the concepts of specialization, productivity and capital. These usually involve making a simple "product," first individually, then in groups with assigned tasks, then with some "capital"; e.g., stapler, paper clips, etc. Individual teachers can determine appropriate details and scope of the activity.
C. The Role of Profit 1. As a reward for taking risk 2. To an individual owner or partner 3. To an investor	For individuals or businesses, there must be an incentive for the investment of money to form **capital**.	In order to understand the idea of pure competition as a base for understanding other forms, have some students research a commodities market such as Chicago Board of Trade and report to the class on its activities. Include in the discussion some of the factors that can cause changes in prices from minute to minute. A variety of educational materials are available from the Chicago Board of Trade, 141 West Jackson, Education Department, Chicago, Illinois 60604.
D. Capital and Productivity 1. Capital (physical and human) as the foundation of business enterprise 2. Productivity as the object of the use of capital	The purpose of attempting to produce more in less time is to increase profit. Increased **productivity** can also lead to higher wages and lower prices.	Teaching Strategies: High School Economics Courses, "Lesson 12: When There Isn't Pure Competition" is a lesson plan which distinguishes the forms of competition.

Content Outline:	Major Ideas:	Model Activities:
	Increasing **productivity** means producing more goods or services with the same amount of resources or producing the same amount of goods or services with fewer resources.	The "Stock Market Game," available from the Regional Center for Economic Education at State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, New York 14222, provides students with an excellent experience with a high level of motivation.
E. Types of Market Structures 1. Perfect competition 2. Monopolistic competition 3. Oligopoly 4. Monopoly 5. Natural monopoly 6. Levels of competition in the economy of the United States 7. Varying levels of government intervention to maintain competition or to influence monopoly through history	Businesses that operate in industries in which there is pure **competition** have little or no control over the price they charge. **Monopolistic competition** is the predominant form of competition in U.S. markets for consumer end products. For intermediate goods in the U.S. many markets tend toward the **perfectly competitive**, although **oligopoly** is often found. As **competition** becomes more limited or monopolistic, it becomes more likely that government will intervene with some form of regulation.	

III. LABOR IN THE ECONOMY

Objective:

To understand the role of labor and wages in the economy

Content Outline:	Major Ideas:	Model Activities:
A. Labor as One of the Four Factors of Production 1. The role of labor 2. Wages and their determination 3. The effects of outside forces, i.e., unions, government 4. Productivity - labor as human capital	**Wages**, the price paid for human services, are affected by supply and demand in ways that are similar to the setting of other prices. Labor, however, has unique qualities as compared to other factors of production. The **productivity** of labor can be increased by improving skills and by adding **capital**. The **demand for labor** is derived from the demand for the products being produced by that labor.	In order to bring about a better understanding of the early struggles of organized labor, have individual students research such topics as labor conditions in specific industries in the 19th century and some of the major conflicts such as the Pullman strike. These individual students should report their findings to the class. Program 5 in the videotape series Give and Take is appropriate for this section. The program is "Where Do Jobs Come From--Derived Demand." Invite a local labor leader to speak to the class on his or her union's goals for its members. Students should be prepared with questions about the negotiating process, contracts and other aspects of labor-management relations.
B. Organized Labor in the United States 1. Reasons for organizing 2. Difficulties of early attempts to organize labor 3. The organization of national labor unions and the development of collective bargaining 4. The historical role of government in resisting and/or protecting the activities of organized labor	Early attempts by labor to organize and to **bargain collectively** were strongly resisted by business and, in many cases, by government.	It is possible to simulate the negotiation of a labor contract. Some commercial publications include model labor simulations which could be used with this objective.

Content Outline:	Major Ideas:	Model Activities:

5. Recent developments in organized labor

C. Labor-management Relations

1. The goals of management and its methods

2. The goals of labor and its methods

IV. AGRICULTURE IN THE ECONOMY

Objective:

To understand the role of agriculture in the economy

Content Outline:	Major Ideas:	Model Activities:
A. The Importance of Agriculture as Part of the Economy B. International Aspects of the Agricultural Economy of the United States C. Corporate Agriculture and the "Family Farm"	The application of TECHNOLOGY and other improved methods of farming have led to an immense increase in **productivity** in American agriculture. This led to a steady decline in the number of farms and farm workers at the same time that total agricultural production has increased greatly. In agricultural production, fixed costs are relatively high and variable costs are relatively low.	Have students survey prices paid to farmers for various commodities such as eggs, milk, butter, beef and wheat at the current time in commodities markets. Compare these prices to current ones for the same or processed products in the supermarket. In class discussion, talk about what happens to the commodities and reasons for the difference in prices. Ask students to compile data about agriculture from several varied nations, e.g., United States, India, Egypt, Mexico, China. Data could include such things as percentage of populations engaged in farming, value of agricultural exports and imports, average calories consumed per capita, etc. After compiling data, have students discuss reasons for the differences, such as technology, capital, geography and education.
D. Productivity and Agriculture 1. Changes caused by increasing agricultural productivity in the United States 2. The problem of agricultural prices 3. The problem of inelastic supply 4. The problem of overproduction and surpluses in relation to world hunger and shortages	The worldwide relationships involved in agricultural prices, surpluses and demand provide an excellent example of global INTERDEPENDENCE.	Have students research and chart the number and percentage of the work forces engaged in agriculture (number of farms, average size of farms and farm output per man hour) over a period of time. After compiling these results, students should explain the causes and consequences to the class.

Content Outline:	Major Ideas:	Model Activities:
5. The point of diminishing return 6. Organized labor in agriculture	**Diminishing marginal returns** refers to the point at which an additional unit of a factor of production will result in a smaller or no increase in output, or a possible decline in output. An example would be the addition of fertilizer to a specific plot of land. If it were not for diminishing returns, the world could be fed from a backyard garden plot just by adding fertilizer, water and seed.	Diminishing marginal returns and elasticity of demand and supply can be illustrated by using simple numerical examples. Students can make their own conclusions about the point of diminishing returns or the elasticity of demand and supply. Have students investigate the cost of current government programs designed to deal with agricultural surpluses. Students should also examine possible free market solutions to the surplus problem and discuss both approaches.
E. The Government and Agriculture 1. History of government support for agriculture 2. Agricultural surpluses and government support 3. Costs of government support to the consumer and to the economy 4. The government and international trade in agriculture 5. Farm debt and foreclosures	Partly because of historical and political precedent, government has assumed an active role in the protection of farm income.	

V. PUBLIC GOODS AND SERVICES

Objectives:

To understand that government is a producer and a consumer of goods and services and has other economic functions

To understand the role of government as a producer and consumer of goods and services, as a regulator of economic activity and as a redistributor of economic benefits

Content Outline:	Major Ideas:	Model Activities:
A. Goods and Services Provided by Governments	The **public sector** is that part of the total economy consisting of governmental activity.	Have students trace government's role in the economy as a percentage of GNP (gross national product) over an extended period of time. (Note: The annual Economic Report of the President produces both historical and current data.) "Lesson 14: Economic Ups and Downs" in Teaching Strategies: High School Economics has a useful set of student worksheets for charting economic activity.
B. Why Governments Provide Certain Goods and Services 1. Use is available to all (e.g., street lighting) 2. Services which are supplied by both the private and public sectors 3. Provision for public health and safety 4. Provision for general welfare of society (e.g., public education)	A pure public good is one which cannot be easily divided or in which people cannot be excluded from its benefits (i.e., national defense). Some services are provided by both the government and by the private sector. In a democratic society decisions concerning services provided by government are ultimately decided by citizens.	Make a list of goods and services produced by government (e.g., the New York State Library for the Blind or vocational counseling for the disabled) and list a reason why government has undertaken to provide these services. Discuss to what extent these services are also provided by the private sector and the advantages or disadvantages of each provider.

Content Outline:	Major Ideas:	Model Activities:
C. Government Expenditures Can Be Organized into Four Categories 1. The government purchases goods and services 2. The government makes payments to people for which it receives no goods or services (transfer payments)	**Transfer payments** are given by government from funds raised by taxes, to assist individuals who give the government no goods or services in return. Examples are: payments to farmers for not growing crops, Social Security payments, unemployment compensation, and Supplemental Security Income (SSI) for persons with disabilities.	Have the students collect information and prepare reports about the Federal, state and local budgets. Newspapers and magazines print graphic presentations of the Federal and state budgets.
3. Federal and state governments make payments to lesser governments for certain programs (grants-in-aid)	**Grants-in-aid** involve payments from one government to another government. Federal aid to state highway systems and state aid to education serve as examples.	
4. Payments are made to individuals or industries to encourage certain activities (subsidies)	**Subsidies** are payments to producers or consumers to encourage certain economic activities by defraying part of the cost of that activity.	
D. The Regulatory Function of Government 1. Government maintains a legal system essential to the economy -- it enforces contracts, protects property and guarantees rights of individuals		

Content Outline:	Major Ideas:	Model Activities:
2. Government makes and enforces regulations governing many economic activities 3. Government regulation is necessary when market forces fail to achieve socially desirable goals 4. Effectiveness of regulation should also be judged in terms of the achievement of those socially desirable goals	**Externalities** (external benefits or costs) are the positive or negative effects of an economic activity upon uninvolved groups. (Pollution, such as acid rain, that affects innocent persons would be an externality). **Benefit/cost analysis** is one method that enables us to compare the cost of an activity to the value of the benefit. It provides a way to measure the opportunity cost of a government function. **Natural monopolies** exist in a market situation in which competition is not desirable or possible. These enterprises are usually closely regulated by government agencies. Examples include public utilities.	Have students interview community and business people about how their economic activity is regulated by government. Then have the class suggest the purpose of each rule and regulation. Ask students to list problems which affect the quality of the environment. Then ask them to describe activities which: 1. government (local, state, or Federal) has taken action related to these problems. 2. they believe should be undertaken by government to alleviate the problem. In each case, the cost, as well as the benefits of government action should be discussed.

UNIT 3: BRINGING THE ECONOMIC SYSTEM TOGETHER (MACROECONOMICS)

UNIT GOAL: **By the end of the unit, the student will be able to demonstrate:**

an understanding of how the various components of the economy work together in the total economic picture

I. MEASURING THE ECONOMY

Objective:

To understand how the economy as a whole can be studied and measured

Content Outline:	Major Ideas:	Model Activities:
A. Looking at the Economy as a Whole - The Traditional Circular Flow Model	The needs of business, labor and government often require the study of data indicating the performance of the economy as a whole.	Ask students to prepare a line or bar graph indicating the GNP of the United States over any given period of years. In the classroom discuss possible reasons for the changes in GNP indicated and discuss the possible effects of these changes.
B. Gross National Product (GNP) 1. Elements of gross national product 2. Uses of gross national product	The use of gross national product (GNP) is one means of measuring the performance of an economy.	Ask students to prepare a chart indicating the per capita GNP for a selected group of nations. Then discuss the meaning and effects of the variations in per capita GNP shown in the chart.
3. Limits of gross national product as a measure	GNP measures the market value of all final goods produced during a year. Current dollar GNP is often adjusted to constant dollar GNP to eliminate the effect of changing prices.	An activity explaining the circular flow model is available from the Federal Reserve Bank of New York, 33 Liberty Street, New York, NY 10045.
C. The Gross National Product (GNP) or Gross Per Capita Income Does Not Always Measure Accurately the Well-Being of People 1. Some activities which benefit people are not counted in the GNP	Quality of life refers to the sum total effect of those things that people want and need; some of these, such as health, life expectancy, and educational level can be measured.	Ask students which of the following they would include in the gross national product. 1. A head of lettuce from the supermarket 2. Tomatoes grown in a student's garden and eaten for dinner

Content Outline:	Major Ideas:	Model Activities:
2. Economists comparing "quality of life" factors among nations indicate that GNP alone does not always indicate the best performance		3. A student's time babysitting with a younger brother or sister while parents work 4. Purchase of a new tape or record 5. Physical therapy for an individual with cerebral palsy received at a local hospital Have students research or provide them with the following data for several nations: infant mortality, life expectancy, adult literacy and percent of children in school. Ask students to determine to what extent these indicators correlate with per capita GNP. To demonstrate the importance of per capita income and the GNP deflator in the contrasting or comparing of changes over time, develop a chart that shows: . GNP in current dollars and in constant 1982 dollars in various years, e.g., 1929, 1933, 1945, 1958, 1972, present. . Per capita GNP in current dollars and in constant 1958 dollars for same years. (Obtain data from annual Economic Report of the President.)
D. Fluctuations in the Economy 1. The business cycle 2. Causes of fluctuations 3. Effects of fluctuations	A major concern of economists is explaining fluctuations in economic activity and well-being, commonly called the **business cycle**.	

Content Outline:	Major Ideas:	Model Activities:
E. Other Indicators of the Economy 1. Consumer price index 2. Personal income and per-capita income	A **recession** is a contraction in the economy which results in a decline in the real GNP for two or more consecutive quarters. A **depression** is an especially prolonged and severe decline of business activity in the economy.	Present students with a model of the business cycle and/or a graph of the historical trends of the business cycle. Ask students to predict and then research the effects of each stage on: . employment . business profits . consumer spending . government tax collections . production of goods and services.

II. MONEY

Objective:

To understand the nature and function of money in the economy

Content Outline:	Major Ideas:	Model Activities:
A. What Money Is 1. The history of money 2. The nature of money in the United States today	While **money** can take many forms, what **money** does is more important than what **money** is.	The Federal Reserve Banks in the various regions of the country provide excellent resources at all levels for teaching about money and the banking system. The public information office of any Reserve Bank may be contacted, since each has its own educational program. The Federal Reserve Bank of New York, however, is an excellent source. The address is: Federal Reserve Bank of New York, 33 Liberty Street, New York, NY 10045.
B. The Functions of Money 1. Medium of exchange 2. Store of value 3. Measure of value	**Money** is created whenever a bank makes a loan.	Particularly useful resources in connection with this unit are: "The Fed, our Central Bank," a film which depicts the role of banks and the Federal Reserve; and "Making Money in Middle-Village," a teaching package with student activities regarding the multiple creation of checkbook money.
C. The Creation of Money 1. The importance of bank loans 2. Role of government sales of securities to banks 3. Effects of changes in the money supply	Activities of private and Federal government borrowers and the Federal Reserve System all affect the **money supply**.	Ask students to prepare a series of questions that could be used in an interview with a local commercial banker. Questions could include such items as the relationship of that bank to the Federal Reserve System and the reasons for changes in interest rates. A small group could then arrange an interview with a local banker and report its findings.
D. The Federal Reserve System and Control of the Money Supply 1. History and organization of the Federal Reserve 2. Reserve requirements 3. Controlling the discount rate 4. Open market operations 5. Overall power of the Federal Reserve System	The money supply has a critical relationship to price levels, interest rates and overall economic activity. The "price" of money (interest) is affected by laws of **supply and demand** in much the same way that these laws affect other prices.	The Federal Reserve Bank of Minneapolis has two teaching units designed to involve students actively in learning about money, banking, the Federal Reserve System and monetary and fiscal policies. These are:

Content Outline:	Major Ideas:	Model Activities:
		"Money, Banking and the Federal Reserve System Instructional Unit"
		and
		"You're the Banker" Simulation Game
		The address is: Federal Reserve Bank of Minneapolis, Education Department, 250 Marquette Avenue, Minneapolis, Minnesota 55480.

III. UNEMPLOYMENT, INFLATION AND DISTRIBUTION OF INCOME

Objective:

To understand the economic factors of unemployment, inflation and distribution of income

Content Outline:	Major Ideas:	Model Activities:
A. Unemployment 1. Causes of unemployment 2. Effects of unemployment	In addition to its economic effects, unemployment has important social and political effects.	Have students develop a statistical profile of the unemployed by region, race, education, disability and age. Bureau of the Census, County and City Data Book provides regional demographic breakdowns.
	Structural unemployment refers to changes in the economy such as the collapse of an industry or a new technology that eliminates jobs.	Have students check the "help wanted" classified ads. Ask them to explain why there are people unemployed while employers are seeking workers.
	Cyclical unemployment refers to the loss of jobs due to widespread poor economic conditions which occur during downturns in the business cycle.	Present students with profiles of several unemployed persons (for example, a 26-year-old male with a degree in computer programming who is physically disabled and uses a wheelchair) and ask the students to classify those persons as: . structurally unemployed . cyclically unemployed . seasonally unemployed.
	Seasonal unemployment recurs regularly due to changes in season or weather. Farm workers and resort workers are often affected by seasonal unemployment.	In a follow-up exercise ask students to decide if the cause of unemployment should influence public policy. If so, how? "Lesson 15: Economic Goals" in Teaching Strategies: High School Economics contains useful worksheets for assessing alternative goals.

Content Outline:	Major Ideas:	Model Activities:
		Ask students to match public policy proposals with the cause of unemployment they are designed to attack. Public policy proposals designed to attack unemployment include such programs as: . vocational rehabilitation programs . employment service . unemployment insurance . job training programs . sub-minimum wage . publicly created jobs . laissez-faire approach
B. Distribution of Income 1. Functional distribution of income - wages and salaries, rent, interest and profits 2. Personal income distribution 3. The problem of poverty	The economist examines **distribution of income** from two points of view: functional income distribution and personal income distribution.	
C. Redistribution of income is an important and often controversial economic activity of government 1. Income is unevenly distributed in the United States 2. Governments administer several programs designed to improve the income of individuals 3. Transfer payments enable individuals to maintain a minimum level of consumption and so have an impact on the whole economy	The incidence of **poverty** in the United States affects some segments of the population more severely than other segments. Poverty is a relative term. The census bureau set a "poverty line" below which people could not meet the cost of basic necessities. It has been adjusted over time. For a nonfarm family of four it has been set as follows:	Chart or graph the distribution of income by quintiles (1/5). (Indicate what percent of the population of the United States is in each quintile.) Investigate the extremes of income and wealth. Gather data on income for women, persons with disabilities, the elderly and racial and ethnic minorities. Ask students to suggest reasons for these inequalities. Use this information to conduct a discussion of the effects of government on distribution of income. (Note: International comparisons of the personal distribution of income by quintile are available in the World Bank's annual World Development Report.)

Content Outline:	Major Ideas:	Model Activities:
	1960 - $3,022 1970 - $3,968 1980 - $8,414 1983 - $10,178 1984 - $10,610 (Note: Current values can be found in the annual Economic Report of the President.)	Assign students to investigate through library research and primary contacts with government agencies, the funding, purposes and programs that make transfer payments to the poor. Assign students to investigate several programs designed to lessen poverty. Research topics could include: . enterprise zones . aid to families with dependent children (AFDC) . supplemental security income (SSI) . food stamps . Medicaid . public assistance . unemployment insurance . public employment programs.
D. Inflation 1. There are many possible causes of inflation 2. The effects of inflation can be investigated in the U.S. and other nations throughout history 3. Inflation affects different groups of people in different ways 4. Strategies used to combat inflation include fiscal policy, monetary policy, price controls and strategies designed to increase output 5. Some anti-inflationary policies result in unemployment, while policies designed to stimulate the economy and create jobs may result in inflation	**Inflation** is a general rise in the price level. While most economists agree that **inflation** is undesirable, there is considerable disagreement over how **inflation** can best be controlled. Because of the relationship between **inflation** and employment, it has been difficult to maintain high levels of employment and low rates of **inflation** at the same time.	Invite a worker from a local welfare agency to visit your class to discuss problems facing the poor in your community. Have students investigate the cases of extreme inflation throughout history or current world instances of extreme inflation. Cite the example of a high inflation rate from our recent history and then ask what effects that rate would have on the following individuals: . a person who bought a low interest bond . a debtor who borrowed in a period of low inflation . a speculator in land or precious metals . a person on a fixed income such as someone retired or someone receiving SSI benefits

Content Outline:	Major Ideas:	Model Activities:
	Demand-pull **inflation** is the result of an excess of aggregate demand compared to a limited supply. Monetarists believe that creation of too much money also creates demand-pull inflation.	Use several items commonly purchased by students to construct a mini-consumer price index. This activity will give students experience with the construction of a price index. Since the real consumer price index is more complicated, refer to a definition in a standard text. Note that the consumer price index is just one of several measures of price change.
	Cost-push **inflation** occurs when groups with market power, such as the OPEC nations, powerful unions or oligopolistic businesses push up their prices so that the result is a general increase in the price level of most goods and services.	
	Deflation is a general decline in prices such as took place during the depression of the 1930s.	

IV. GOVERNMENT DECISIONS AFFECT UNEMPLOYMENT AND INFLATION

Objective:

To understand that government uses a variety of tools to foster economic goals of price, stability, full employment and economic growth

Content Outline:	Major Ideas:	Model Activities:
A. Government Spending Programs 1. Goods and services-social capital and social consumption 2. Transfer payments 3. Expenditure increases stimulate the economy 4. Expenditure cuts have a contractionary influence on the economy	**Aggregate demand** is the overall demand for goods and services, including spending by consumers, government, business and foreign buyers.	Ask students to study and interpret line graphs of government expenditures since the 1929 depression and pie graphs of government spending and revenue sources for the current period. Ask them to identify trends and suggest reasons for changes. (Data can be found in the annual Economic Report of the President.)
B. Taxes can be used as a tool to manage the economy 1. Tax cuts stimulate the economy 2. Tax increases can be used to cut demand	The tendency of the nation's population to spend or save each additional dollar of income is called the **marginal propensity to consume or the marginal propensity to save**. This information is one tool used by economists to project the results of new income, such as a tax cut.	Ask students to use current periodicals to investigate debates over what the role of the government in the economy should be. Anecdotal accounts of individuals who have been affected by swings in the economy will aid students in seeing that these are very personal issues.
C. Government Monetary Policy Can Be Used to Influence the Economy 1. Role of the Federal Reserve System 2. Expansion and contraction of the money supply	Keynesian economic theory, developed during the Great Depression of the 1930s, stated that **fiscal policy** is an effective way to maintain stability, full employment and economic growth.	Construct a decision grid on which various taxes can be judged against the criteria of fairness, social goals and simplicity. Have students make a list of all the ways government is involved in our lives.

Content Outline:	Major Ideas:	Model Activities:
	Supply-side economic theory maintains that if government taxes business less or otherwise reduces the cost of doing business, a low inflation, high growth policy can be pursued.	Programs 7 and 8 ("Private or Public? Public Goods and Services" and "Changing Taxes: Public Goods and Services") of the Give and Take series deal with taxation and public goods.

V. THE CRITERIA OF A "GOOD" TAX

Objective:

To understand that decisions about public finance involve the issues of fairness and economic efficiency and also affect private decisions about savings, investments and consumption

Content Outline:	Major Ideas:	Model Activities:
A. Revenue Provided B. Tax Fairness C. The Promotion of Social Goals D. Simplicity and Efficiency E. Minimal Adverse Effect on Production of Goods and Services	Tax equity refers to the idea that equals should be treated equally and people with unequal resources should be taxed differently. A progressive tax is a tax in which the rate increases as one's income increases. Such a tax is based on the ability to pay. A regressive tax is one in which the tax falls most heavily on those least able to pay. **Fiscal policy** is the national government's use of taxing and spending to affect the performance of the nation's economy.	Present students with case studies of how individuals in varying circumstances may pay drastically different taxes even though they have similar incomes. Discuss the reasons for these differences. The Internal Revenue Service makes available a teaching unit that can be obtained by teachers. When studying proposals for tax reforms or changes, ask students how various groups would be affected: . home owners . manufacturers . charitable agencies . local governments . retailers . persons with disabilities. The Center for Learning Technologies of the New York State Education Department has available a video series of six 15-minute tapes for high school students on the principles of taxation. "Tax Whys" was funded by the IRS and produced by the Joint Council on Economic Education and the Agency for Instructional Technology. All schools in New York State may copy these tapes. Program 4-"Taxes Affect Different Income Groups" and Program 6-"Taxes-What's Fair" deal with tax equity. Programs 1 and 2- "Taxes Raise Revenue" and "Taxes Influence Behavior" deal with achievement of social goals.

VI. ECONOMIC GROWTH IS A NATIONAL POLICY GOAL

Objective:

To understand that economic growth solves and creates problems

Content Outline:	Major Ideas:	Model Activities:
A. Economic Growth Enables the Nation to: 1. Create jobs and raise living standards 2. Carry out more easily the functions of government 3. Deal better with problems such as poverty and crime 4. Support activity in science and the arts	**Economic growth** refers to the ability of the economy to increase the real per capita gross national product each year. An increase in **productivity** involves getting more output per unit from the factors of production--labor, land and capital.	Ask students to analyze the growth of the gross national product from 1939 to the present in current dollars. Then have them trace changes in real per capita GNP (which provides for adjustments for changes in prices and population). This activity will show that the real gain is slightly over 3 times, not over 30 times. "Lesson 19: Analyzing Fiscal Policy" in Teaching Strategies: High School Economics provides useful exercises and worksheets for evaluating fiscal alternatives.
B. Economic Growth Often Involves Important Trade-Offs 1. Some economic growth threatens the environment 2. Some workers, businesses, and farmers are displaced by technological advances while others are absorbed into the economy by technological change	The ENVIRONMENT is often affected by economic growth and by changes in TECHNOLOGY.	Ask students to list technological developments that have increased productivity since their grandparents' time. Help students to develop a chart which lists examples of economic developments in one column and their environmental impacts (positive and negative) in the other.
C. Promoting Economic Growth 1. Improving labor by education and training 2. Investing in technology and research 3. Increasing business capital investment		Ask students to describe technological changes which have had an impact upon the environment. Discuss both the benefits and the costs of these changes.

Content Outine:	Major Ideas:	Model Activities:
D. Government Encouragement of Economic Growth		
1. Special tax exemptions for savings and investments		
2. Monetary policy that fosters investment		
3. Expenditures on social capital		

UNIT 4: THE UNITED STATES AND THE WORLD ECONOMY

UNIT GOAL: **By the end of the unit, the student will be able to demonstrate:**

an understanding of why nations trade, the benefits and problems created by trade, and the major components of the world economy

I. REASONS FOR INTERNATIONAL TRADE

Objective:

To understand the reasons why nations trade and the importance of international trade to the United States

Content Outline:	Major Ideas:	Model Activities:
A. Absolute Advantage	When a nation is able to produce goods or services more efficiently than another nation, it is said to have an **absolute advantage**.	Ask students to list ten products found in their homes that are imported. Ask the class to suggest reasons why these are imported.
B. The Law of Comparative Advantage	The law of **comparative advantage** describes the conditions under which trade is beneficial to a nation even if it does not have an **absolute advantage**.	Have students work with and interpret statistical data in chart and graphic formats on imports and exports of the United States. The law of comparative advantage may be illustrated by the following case: Mary Roberts helped pay her way through law school by typing at 70 words per minute. Her secretary can type only 40 words a minute but knows no law. Ms. Roberts can earn $50 per hour practicing law, but must pay her secretary $5 per hour. If Ms. Roberts confines her work to practicing law and lets her secretary do the typing, both will benefit. The same principle applies to trade between nations when each nation produces a product or service at a lower opportunity cost. This phenomenon is called comparative advantage.

Content Outline:	Major Ideas:	Model Activities:
C. Benefits and Problems of International Trade 1. Free trade 2. Protectionism 3. Other types of trade barriers 4. Specializations	**Specialization** enables a nation to export goods which it is best suited to produce. Under a policy of **protectionism**, domestic producers of some goods are protected from foreign competition by tariffs, quotas and other strategies.	Have students work through a few examples showing how specialization and trade in a situation of comparative advantage benefit both trading partners. The New York Federal Reserve Bank has available a kit on international economics that includes two sound filmstrips and four activity masters. Activity sheets #1 and #3 illustrate the principle of comparative advantage.
D. The Importance of Exports and Imports in the United States Economy	Under a policy of **free trade**, there is unrestricted trade among nations. The belief that certain new industries need a period of protection from foreign competition until they are well established is referred to as the infant industries argument. Through quotas, some goods entering a nation are limited in quantity in order to save part of the market for domestic producers. A protective tariff is a tax on imports designed to raise the cost of imports so that they will be less competitive with domestic producers.	The United States Constitution forbids the states to levy tariffs on goods shipped between and among the states. Ask students to speculate on what the results might have been if the states had been allowed to raise tariffs against the products of other states. Ask students to describe the effect of tariffs and quotas on each of the following: consumers, a United States exporter, a worker in a protected industry and farmers who rely on exports.

Content Outline:	Major Ideas:	Model Activities:
	A revenue tariff is a tax on imports designed to raise income for the government rather than to protect domestic producers.	
E. Measurements of International Trade 1. Balance of trade surpluses and deficits 2. Capital account balances 3. Payments, deficits and surpluses 4. Effects of trade deficits on economic growth 5. Supply and demand of foreign exchange and the determination of exchange rates	When the total value of a nation's imports of goods and services is greater than its exports, it has a negative balance of trade. This situation results in a trade deficit. Under **depreciation**, a nation lowers the value of its currency in relation to the currency of other nations.	Ask students to check the exchange rates for various currencies over a period of time and decide what effects those rates might have on the decisions made by: 1. a tourist planning a trip abroad 2. an American exporting goods or services 3. an American industry in competition with a foreign industry selling its products in the United States 4. a tourist coming to the United States 5. a third world nation considering purchasing goods from the United States or from another industrialized, competitor nation.

II. CHARACTERISTICS OF ALTERNATIVE ECONOMIC SYSTEMS

Objective:

To understand that economic decision makers have different goals and methods in other nations, and that they may use different mixes of market, command or tradition to answer the basic economic questions

Content Outline:	Major Ideas:	Model Activities:
A. Ownership of Resources and Means of Production	**Communism** is an economic and political system in which most of the capital and land (natural resources) belong to the government and government officials answer the basic questions about the economy.	Have students review Unit One: Sections I and II.
B. Allocation of Goods and Services	**Socialism** is an economic system in which the government owns much of the means of production and controls the distribution of goods and services.	
C. The Role of Government in the Economy	Economic planning involves the government in using its economic or political power to determine what, how and for whom goods and services will be produced.	Assign students to committees or have them prepare individual reports on the economies of selected nations. Structure the research to include questions about each nation's per capita income, growth rates, life expectancy, literacy, incidence of developmental disabilities and other indices of economic well-being and economic performance. Reports should also include information about how each nation answers the questions of what to produce, how to produce and for whom to produce. Students should select nations that include a variety of economic systems such as those of Japan, the Soviet Union, East and West Germany, China, developing nations, Western democracies and other nations that are the focus of current attention.

Content Outline:	Major Ideas:	Model Activities:
D. The Role of Consumers in the Economy E. The Role of Businesses in the Economy	Quality of life in an economic sense involves such factors as the distribution of income, the availability of education, health care, the condition of the environment, freedom to make economic decisions and chances for social mobility.	
F. Problems of Alternative Economic Systems 1. Incentive 2. Efficiency	Mixed economies include elements of two or more economic systems: market, command or traditional. All economies are mixed to some degree, but the nature of that mix may differ greatly.	

III. ECONOMIC PROBLEMS OF DEVELOPING NATIONS

Objective:

To identify the developing nations of the world and to understand the reasons for the uneven economic development of those nations

Content Outline:	Major Ideas:	Model Activities:
A. Causes for Lack of Development 1. Scarce resources 2. Lack of human capital 3. Lack of investment capital 4. Cultural factors which affect development 5. Political instability	Developed nations are generally nations that rely mostly on manufacturing and service activity and that have a relatively high standard of living. Less developed nations are those nations with little industry and a relatively low standard of living.	Present to the students or have the class research data about a selected group of 20-30 developing nations. For each nation gather the data on: per capita income, life expectancy, literacy rate, birth rate and other significant data. Have students present the data in chart form. Compare the data with previous research on developed nations.
B. Poverty in the Developing Nations 1. Effects on the people 2. Effects on political stability 3. Effects on the developed nations	Subsistence agriculture exists when people grow food primarily to meet their own needs.	Arrange a student debate on the role of the United States and the other developed nations of the world in aiding the less developed nations of the world.
C. Relations Between the Developed Nations and the Less Developed Nations 1. Investment from the private sector of developed nations 2. Aid from developed nations 3. Aid from international agencies	Training and education of its people contribute to a nation's **human capital**. The application of both human and **investment capital** tends to increase a nation's **productivity**.	Ask students to research the economies of several selected developing nations, such as India, China, Mexico and Kenya. In each case students should attempt to determine the extent to which each is using elements of a market, command or traditional economy to address its economic development.

IV. THE ECONOMICS OF POPULATION GROWTH, RESOURCE SCARCITY OR IMBALANCE AND ECONOMIC GROWTH

Objective:

To understand the decisions that must be made about economic development and the impact of that development on the future

Content Outline:	Major Ideas:	Model Activities:
A. The Growth of Population B. The Use of the Earth's Resources C. The Ability of People to Control the Pollution Resulting from the Activity of Humans and from Productive Activity D. The Development of Science and the Application of Technology to the Economic and Environmental Problems Faced by All People	Capital formation or the production, accumulation and use of human-made resources may be used to improve **productivity** and increase **economic growth**. While some observers see a limit to **economic growth** because of the finite nature of the earth's resources, others emphasize the idea that the application of science, TECHNOLOGY and **human and investment capital** can still be used to improve the quality of life of the world's people.	Using library reference materials, students might draw a line graph of human population changes since the year 1 A.D. Ask students to describe the changes shown on the graph and to suggest reasons for the changing patterns. How long can we expect the present pattern of growth to continue? What might alter the pattern of growth?

Appendix A

Students with Handicapping Conditions

The Board of Regents, through revising the Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to handicapped students either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to handicapped students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education or a student's IEP.

STRATEGIES FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define and pre-teach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

ALTERNATIVE TESTING TECHNIQUES

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge

without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **These modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as educationally handicapped are provided the alternative testing techniques which have been recommended by the CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual, Alternative Techniques for Students with Handicapping Conditions which can be obtained from:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Room 1071 Education Building Annex
Albany, New York 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities.

This syllabus, by design, includes information, activities and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.